LEBANESE AMERICAN UNIVERSITY

Cultural Based Content Approach in EFL Classes

By

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A thesis
Submitted in partial fulfillment of the requirements
for the degree of Master of Arts in Education

School of Arts and Sciences
November 2013
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Thesis Title: Cultural Based Content Approach in EFL Classes

Program: MA in Education

Department: Education

School: Arts & Sciences

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Dedication

To the two persons who opened my eyes to life, watched me slowly grow, and raised me to make me what I am now.

To you my parents, my mom whose smell still fills the air and my dad whose presence is so vivid that it inspires me to stay strong. You might have passed away but your memory helps me survive, I dedicate this to you. . .
ACKNOWLEDGEMENTS

I would like to thank the university top management, my project advisor Dr. Rima Bahous for her advice and support, the chairman, my family and friends.
Cultural Based Content Approach in EFL Classes

Amal Mahmoud Abu Tayyoun

Abstract

Culture has become an increasingly important component of English language teaching in recent times. Understanding the cultural context of day to day conversations means more than just being able to produce grammatical sentences. It means knowing what is appropriate to say and in what situations. It also means understanding the beliefs and values represented by the various forms and usages of the target language. Based on a mixed-method approach conducted in a Foreign Language Class in UAL, this paper highlights the importance of a culture-based language course and its impact on students’ language acquisition. It further evaluates teachers’ efficiency if they are supported with the material needed. The main results revealed that unless students understand the culture of the native speakers of English language, they will not be able to reflect a correct performance of the English language or communicate correctly even if they are aware of the vocabulary and grammar. Moreover, the results indicated that teaching is more efficient if supported with cultural resources. Further research is suggested.

Keywords: EFL, Culture, Integration, Fundamentals, Culture-based language course
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Chapter I

Introduction

It has been long recognized by linguists and anthropologists that the forms and uses of a given language reflect the cultural values of the society in which language is spoken. By observing one’s daily experience while communicating with other people, it is clear that linguistic competence alone is not enough for him/her to be considered as someone who is competent in that language. He/she should be aware of the culturally appropriate ways in the target language. For example, expressing attitude, agreeing and disagreeing with someone, and making requests are certain cultural features that are to be acknowledged and comprehended.

In other words, he/she should know that certain behaviors as well as intonation patterns that sound appropriate in his/her own speech community might be perceived differently by people of the target language speech community. Smith (1985) explains that “the presentation of an argument in a way that sounds fluent and elegant in one culture may be regarded as clumsy and circular by members of another culture” (p.2). Consequently, for successful communication, language use should be associated with culturally appropriate behavior. Further, Samovar, Porter, and Jain (1981) state that:

Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances
under which various messages may or may not be sent, noticed, or interpreted

…..culture…..is the foundation of communication (p.24).

Byram (1997) also reports that:

Successful communication is not judged solely in terms of efficacy of information exchange. It is focused on establishing and maintaining relationships. In this sense, the efficacy of communication depends upon using language to demonstrate one’s willingness to relate, which often involves indirectness of politeness rather than the direct and efficient choice of language full of information. That ways of being polite vary from one language and culture to another widely known (p.3).

Moreover, according to Wei (2005), “language has a dual character: both as a means of communication and a carrier of culture. Language without culture is unthinkable, so is human culture without language” (p.56). Language and culture are interwoven and inseparable that one cannot separate the two without losing the importance of either language or culture. Thus, learning is culture learning and language teaching is cultural teaching. In other words, having cultural insight as well as language skills in English as a Foreign Language (EFL) classes are so significant that without them even fluent speakers may misunderstand or misinterpret the messages they hear or read (Tsou, 2005).

During the last two decades, there has been a great need to integrate culture and its diverse teaching into foreign language education, and it has been long discussed in multiple studies, such as Byram (1989) and Volosinov (1973). Many have acknowledged the fact that language teachers should have the background knowledge of the target language and the target culture, so they can scaffold and enrich their students’ awareness on how to
communicate and express themselves successfully inside and outside the classroom walls; language acquisition is not a process that takes place in a ‘vacuum’ (Halliday, 1975).

Thus, students should be involved in various sociolinguistic situations if they are to acquire a foreign language correctly. As Volosinov (1973) states, the actual reality of language – speech is not the abstract system of linguistic forms, not the isolated monologic utterance, and not the psycho-physiological act of its implementation, but the social event of verbal interaction implemented in an utterance or utterances (p.94). Foreign language learning, therefore, is a socially constructed process since culture is involved in every aspect of any society. Seelye (1994) declares that “language learning should not be isolated from the society that uses it” (p.3). Further, it should be pinpointed that language teachers should not be after enculturation which according to Corbertt (2003) is “the assimilation of learners into the host culture in their classrooms while they are exposing their learners with the culture of the target language: they, conversely, should be finding ways by which learners are encouraged to function within the new culture while maintaining their own culture” (p.1).

However, little empirical research has addressed the former contributions that would help students reach a cultural understanding to accompany their linguistic knowledge. Further, although teaching culture is considered significant by many language teachers, it has remained insubstantial, sporadic, and marginal in many language classrooms (Omaggio-Hadley, 2001). The reasons could be many, but the main one is uncertainty about which cultural aspects to teach.

This study mainly aims at better understanding the significant contribution of culture-based language course and its impact on students’ language acquisition assuming that this integration will enhance students’ achievement in foreign language acquisition. Moreover, It
further evaluates teachers’ efficiency in teaching if they are provided with the materials/resources needed.

The rationale for conducting this study is to highlight the significant contribution of a culture-based language course and its impact on students’ language acquisition. It further evaluates teachers’ efficiency in teaching if they are provided with the materials needed.

1.1. Research context

The University of Arts and Technology in Lebanon (UAL) is an independent Lebanese higher education institution with undergraduate and graduate degree programmes. UAL is committed to democratic values and is founded on the traditions of academic independence and freedom of inquiry and expression. The main campus of the university is in Alkola. UAL has a branch in Jadra south of Beirut and three study centers spread across the nation from north Lebanon to the Beqa Valley passing through Mount Lebanon. English is the language of instruction. Approximately 4000 students are enrolled at UAL. The student population includes Lebanese, Palestinian, and students from other countries.

1.2. Research Questions

The research questions are as follows:

1. To what extent does culture-based language course enhance students’ foreign language acquisition compared to their peers whose exposure is mainly on the fundamentals of language such as vocabulary and grammar?

2. How effectively do teachers integrate culture-based language course in their EFL classes when provided with the materials/resources needed?
The following are key terms that have been operationalised based on extensive literature review:

**EFL:** is an abbreviation for English as a foreign language. This abbreviation is mainly used to talk about students whose first language is not English, and they are learning English while living in their own country.

**Culture** as defined by Kottak and Philip Conrad (2003) is the total way of life held in common by a group of people, including technology, traditions, language, and social roles. It includes the patterns of human behavior (i.e. ideas, beliefs, values, artifacts and ways of making a living) which any society transmits to succeeding generations to meet its fundamental needs.

**Integration** as defined by Fan (2004) is a whole or part of a whole; the act of combining into an integral whole.

**Fundamentals:** the most basic thing to know about something, e.g. vocabulary and grammar in language learning.

**Culture-based language course** as defined by (Craves, 1996) is teaching/learning English language through cultural aspects as well as context.

### 1.3. Division of the Thesis

The following study is divided into five main chapters as follows:

**Chapter One:** this chapter is an introductory chapter that includes an overview about language and culture in addition to the research context, research questions and key terms.
Chapter Two: this chapter contains the literature review that mainly discusses language and culture, definition of culture, empirical studies that tackles language and culture as well as teachers’ voices.

Chapter Three: this chapter discusses the methodology used in the study with the relevant data collection technique, population and sampling process, the used instrumentation and triangulation, the applied procedure and timeframe as well as the analysis plan, validity and reliability.

Chapter Four: this chapter covers the results of the questionnaire, pre-test and post-test, and observations analysis. In addition, it includes a summary and discussion of the findings.

Chapter Five: this is the last chapter which includes the research limitations, overall conclusion and recommendations.

Chapter one introduced the importance of culture in language teaching and learning. It stated the research questions and the research context. The following part is chapter two which describes the literature review of the study. It tackles in depth the relation between language and culture, the wide range definitions of culture, the empirical studies that linked culture to language teaching as well as learning, and finally teachers’ voices.
Chapter II

Literature review

2.1. Language and culture

The only two ways in which we have contact with the world are evaluated and classified by what we say, and how we say it. Thus, we live at the level of our language, which is considered as a tool of reflecting feelings as well as thoughts. This tool is developed within a society in which it is mostly used. In other words, all feelings, thoughts, attitudes, and beliefs of a society are poured into the language bowl which is presented to further generations. This presentation is carried out only by the language itself which reflects the linguistic figures of the society in which the language is spoken as well as written (Goode, Sockalingam, Brown, & Jones, 2000).

Consequently, culture as a concept is a highly complex and multi-faced phenomenon that deals with lots of characteristics. In fact, culture and language are considered and defined as an iceberg according to Jiang (2002). Language is the surface part above the water, while culture is the underwater part which does not appear. In his elaboration, if education in the language field is applied only by considering the linguistic perspective, the noticeable part of the iceberg, then the whole teaching-learning process would be incomplete and insufficient.

As a result, language and culture are seriously connected, and truly engaged; they are inseparable parts of a whole. Further, Wang (2008) asserts that “foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers” (p.4). Brown (1994) declares that “culture is deeply ingrained part of the very fiber of our being, and language- the means for communication among members of a culture- is the most visible
and available expression of that culture, and so a person’s world view, self-identity, and
system of thinking, acting, feeling, and communicating can be disrupted by a change from
one culture to another” (p.170). Similarly, Tang (1999) propounds the view that “culture is
language and language is culture: in order to speak a language well, one has to be able to
think in that language, and thought is extremely powerful” (p.23). Brown (1986) further
suggests that “the success of language learning depends largely on the synchronization of
linguistic and cultural development, and that too early linguistic mastery by a student may
mean that such a student may be less likely to achieve healthy acculturation, and be unable to
cope psychologically even though his linguistic skills are excellent” (p. 42). Politzer (1959)
asserts that:

As language teachers we must be interested in the study of culture not because
we necessarily want to teach the culture of the other country, but because we
have to teach it. If we teach language without teaching at the same time the
culture in which it operates, we are teaching meaningless symbols to which the
student attaches the wrong meaning; for unless he is warned, unless he receives
cultural instruction, he will associate American concepts or objects with the
foreign symbols (p.86).

2.2. The definition of culture

Luster and Koester (2003) linked culture to communication in their definition of
culture. They stated “culture is a learned set of shared interpretations about beliefs, values
and norms which affect the behaviors of a relatively large group of people” (p.27). Thus, the
aim of teaching language is to facilitate communication with other people from different
cultures, enhance positive attitudes towards others, and reduce cultural prejudices or biases. Moreover, Tylor’s view (1989) of culture is presented as the “complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by a man as a member of a society” (p. 59).

For Davis (1984) culture is “an important survival strategy that is passed down from one generation to another through the process of enculturation and socialization, a type of road map that serves as sense making device that guides and shapes behavior” (p.2). Owens (1987) believes that culture is “what one thinks is important (values); what one thinks is true (beliefs); how one perceives how things are done (norms)” (p.4). Further, according to Moran (2001), culture is “the great achievement of people as reflected in their history, social institutions, and works of art, architecture, music and literature” (p.4). Condon (1997) defines culture as “a system of integrated patterns, most of which remain below the threshold of consciousness, yet all of which govern human behavior just as surely as the manipulated strings of a puppet control its motions” (p.123).

Thompson (1990) views culture as “the pattern of meanings embodied in symbolic forms, including actions, utterances, and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences, conceptions and believes” (p.132). In a more detailed definition of culture, Larson and Smalley (1972) describe culture as a:

Blue print that guides behavior of people in a community and is incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status, and helps us know what other expect of us and what will happen if we do not live up to their expectations. Culture helps us to know how far we can go
as individuals and what our responsibility is to the group. Different cultures are underlying structures which make Round community round and Square community square (p.39).

Further, Hall and Hewings (2001) define culture as:

The fifth dimension of language teaching in addition to other four language skills: understanding the cultural context of day to day conversational conventions such as greetings, farewells, forms of address, thanking, making request, and giving or receiving compliments means more than just being able to produce grammatical sentences. It means knowing what is appropriate to say to whom and in what situations, and it also means understanding the beliefs and values represented by the various forms and usages of the language (p.186).

Moreover, Hofstede (1997) demonstrated two types of culture: Culture one (big C), and culture two (little c). Culture one in its narrow sense describes civilization, education, art, and literature. Culture two represents “social anthropology, all patterns of thinking, feelings and the ordinary menial things in life like greeting, eating, showing or not showing feelings, keeping a certain physical distance from others, making love or maintaining body hygiene” (p.5).

Further, Tomalin and Stempleski (1993) distinguished between the two different types of culture considering the big C as the achievement culture, which is presented by history, geography as well as art, and the little c as the behavior culture which is presented by habits, dress, food and customs. According to Tomalin (2008) language teachers’ notion about culture is mainly reflected in the behavior culture. In his further elaboration, Tomalin stated
that in English language teaching, cultural knowledge, cultural values, cultural behaviors, and cultural skills should be included by using the English language as the medium of interaction.

Thus, the significance of teaching cultural features in foreign language education has become very dominant according to the development in language teaching methods. At the end of the 1970’s when teacher-centered approaches aiming at teaching language structure and grammar rules were almost abandoned, the significance of cultural perspective was highlighted in many different societies with the application of methods centering the learner in instruction (Pulverness, 2000). In subsequent years, language specialists pinpointed the need of adding cultural motifs of target language in foreign language curriculum (Sysoyev & Donelson, 2003). They elaborated that teachers should seize every chance integrating culture and language without risking the foreign language education process.

The cultural features which should be given importance in foreign education process are summarized in the fundamental seven items in European Council’s (Council de L’Europe) report presented in the year 2000. These items are related to “a community’s daily life, social life standards, people’s relationships with each other, social values and beliefs, body language, social traditions, and behaviors about social customs”(Common European Framework in its Political and Educational Context, 2000, p.102). In relation to this, Brooks (1983) suggests that the cultural elements to be emphasized in the classroom are patterns of living which refers to:

The individual’s role in the unending kaleidoscope of life situations of every kind and the rules and models for attitude and conduct in them. By reference to these
models, every human being, from infancy onward, justifies the world to himself as best he can, associates with those around him, and relates to the social order to which he is attached (p.210).

Accordingly, this states that culture should be taught in language courses, and simultaneously learners have to be taught how to accept as well as use the target culture when communicating in the target language. In other words, the target culture that is integrated in language courses supports and scaffolds students’ use of the target language. Language, then, should be taught as a cultural practice, and teachers should provide learners with ample material in order to develop cultural understanding, and objectively analyzing target culture and their own.

Tomalin and Stempleski (1993) suggest that the teaching of culture should have the following goals:

First, help students to develop an understanding of the fact that all people exhibit culturally conditioned behaviors. Second, students should be aware of conventional behavior in common situations in the target culture. Third, help students increase their awareness of the cultural connotations of words and phrases in the target culture. Fourth, students should develop the necessary skills to locate and organize information about the target culture. Finally, stimulate students’ intellectual curiosity about the target culture, and encourage empathy towards its people (p. 7).
2.3. Empirical studies that link language and culture

In an empirical study which was conducted with the participation of the students of English language Teaching (ELT) department of Cukurova University in Turkey, Genc and Bada (2005) tried to find out what students think about the effects of the culture class they already attended in the fall semester of 2003-2004. The results indicated that a culture class was extremely beneficial and fruitful in terms of language skills, cultural awareness, attitudes towards native and target societies, and its distinct contribution to the teaching profession. The participants highlighted six points as major contribution of a culture class they attended. They stated that teaching language is also teaching culture, familiarization with the target society, providing assistance in teaching grammar, expanding vocabulary, enhancing communicative competence in foreign language acquisition, and providing the necessary information, and background knowledge prior to any visit to the UK or USA.

In developing real life experience through teaching culture in the EFL class: fostering the learning through intercultural awareness, Afrin Naima (2013) conducted a study in the English faculties in The Universities of Bangladesh in order to analyze the concept of culture, materials, and teaching strategies teachers are using to address culture in their EFL classes. The results indicated that cultural issues need to be systematically implemented in daily classes; reflections and teaching activities should take students to a higher analysis level from their own culture to the target one. Further, in developing cultural awareness in the classroom, it is crucial that teachers assist students in order to distinguish and draw a line between the cultural norms, beliefs, or habits of the majority within the speech community as well as the individual or group deviations from some of these norms.

Another study by Omer and Ali (2011) was administered in Erzincan University French Language Teaching Department in order to acknowledge the effect of culture
integrated language course on foreign language education. In this regard, students’ opinions of Foreign Language Exam in English (YDS) were received as well as analyzed via written responses. The analyses revealed that building awareness of a society’s culture could enhance students’ efficiency in the language learning process which yields in a more conducive atmosphere to learning. Students’ analyzed responses asserted Gardner and Lambert (1959) motivational theories in language learning. Thus, by integrating cultural motifs in language teaching, students’ learning abilities will be enhanced as well as developed.

Abdul Aziz Fageeh (2011) introduced cultural awareness as a significant step towards activating a sound theory of English teaching and learning pedagogy. In his paper, he highlighted the concepts of culture in English language teaching, acculturation, cultural competence and cultural awareness as basic steps for inducing effective communication. Further, the differences between Arabic and English cultures were pinpointed. In Fageeh’s experience of teaching of English as a foreign culture, he believed that it would be feasible to upgrade the students’ knowledge from their own culture to the new emerging global English culture of certain areas such as science, the internet, and the media. As a sequence, this would allow students to understand the language of American or British culture, and acquire a more conscious cultural awareness of their own culture. It further encourages students to dedicate themselves to the development of their English proficiency for communicative practices.

Moreover, Lin (2010) presented that language learning is not only the process of improving the learner’s linguistic and communicative competence, but also the process of learning the culture of the target language. Lin suggested some approaches to strengthen the EFL learner’s intercultural awareness. First, teachers should be familiar with the target culture and acquire intercultural communication skills. It would be even better if they are trained in the country of the target language, so they can gain a deeper insight of the target culture including customs, habits, ways of living and thinking, interpersonal behavior, as well
as beliefs. Second, courses such as Culture and Society should be included in the curriculum. The author believes that courses which consider cultural elements would be more helpful and beneficial to EFL learners. Third, EFL teachers should consciously reflect cultural perspectives in their teaching process. For example, while teaching vocabulary especially culturally loaded words, teachers should explain referential meanings and their social meanings. Moreover, teachers should create activities through role-playing, and explain the differences in language behavior between the two cultures in similar situations. As a result, students will be aware what is acceptable behavior and what is not, thus, they will improve their communicative competence. Fourth, students should be exposed to authentic cultural situations and have easier access to authentic sources. Such sources include films, talk shows, video clips, songs, dialogues, broadcast programs and the like. Further, students should be engaged in a cultural norm’s discussions which include verbal and nonverbal behaviors. For example, the social distance between the two speakers, eye contact, and gestures.

Further, Xu and Pan (2011) indicated that consciousness-raising provides a guideline for improving teaching of college English writing and plays a crucial role in enhancing students’ writing ability. By consciousness-raising, the authors mean the deliberate attempt to draw the learner’s attention specifically to the formal and informal properties of the target language. The study started from one composition task from one class of 30 sophomores in Zhenjiang Watercraft College. The results revealed that the whole class has benefited from consciousness-raising theory. Consciousness-raising, which develops through paying attention to language in use, supports language learners to gain insight into how language works (Tomlinson, 2003). Consciousness-raising pinpoints the development of enhanced awareness in language learners to the acquisition of a language. Teachers, thus, should support learners to discover language by themselves.
Hayati (2009) investigated the effect of cultural knowledge on improving Iranian EFL learners’ listening comprehension. One hundred and twenty intermediate language learners were selected and assigned to four groups. Each group was exposed to a certain condition as follows: Target Culture, International Target Culture, Source Culture and Culture Free. At the end of the experiment, a post-test was administered to the four groups. The results indicated that the participants performed differently on the post-test reflecting that familiarity with culturally- oriented language material promotes the EFL learners’ listening proficiency.

Further, knowing a foreign language means delving into the worlds of the people who think, believe differently and adapt different life styles. Sahin (2011) emphasized the importance of the contribution of foreign language learning to international peace. According to Sahin, the attitude of a person who knows more than one language of a position is not the same as a person who does not. In other words, the one who knows more than one language can see and evaluate events in much broader perspective. Accordingly, a foundation which allows teachers’ and students’ exchange programs should be widely extended. Further, the unawareness building which reflects wars and conflicts can only be broken down by the power of peace language that the knowledge builds.

In a similar vein, although it has been widely recognized that language and culture are used as a medium through which culture is expressed, the development of students’ cultural awareness leads them to more critical thinking. Cakir (2006) provided necessary information in his paper for foreign language teachers and students, so they can establish a good connection with the target language and its culture. He presented that understanding a language not only involves knowledge of grammar, phonology and lexis but also the characteristics and features of the culture. Further, the use of a foreign language is related to social and cultural values. Thus, every culture has its own cultural norms for communication,
and such norms might conflict with other cultures’ norms. As a sequence, communication problems might take place among speakers who do not share the norms of the other culture. Such communication problems can be solved if learners analytically learn the target culture. In other words, teaching of the target culture both linguistic and extra linguistic aspects has to serve the development of cultural communication.

Accordingly, culture integrated language courses are a need for the development of effective education, and are considered one of the major objectives in the foreign language curricula and national standards of different countries throughout the world. For example, The National Curriculum of England and Wales indicates that the goal of foreign language teaching should foster “positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilizations” (Bryam & Morgan, 1994, p.15). In addition, the Standards for Foreign Language Learning for the 21st Century (National standards, 1999) in the USA establish three objectives for foreign language cultural learning as communication, culture, and comparison. Significantly, the description of culture objective specifies that learners shouldn’t only demonstrate an awareness of the relationship between the practices, products as well as perspectives of the target culture, but also actually participate in multilingual communities at home and around the world.

Moreover, Rosewell city located in Georgia State of USA has foreign language curriculum for schools aiming at transferring and reflecting cultural features. Application results showed that the most significance advance at students was their progress of developing positive attitudes towards another language and culture. Further, with the help of this programme, it was observed that students who had great interest and enthusiasm towards Japanese culture were also motivated towards learning the language, and spent more successful learning periods.
In addition, there are also other examples of culture integrated foreign language classes in some countries. Paris Language Centre (Ecole des langues a Paris) constructed under the authority of Paris V Sorbonne University and French education programmes having courses called as “French culture project and language learning” at Southern Illinois University of USA use cultural- based language education curriculum. Further, American Nevada State Ministry of Education pays attention on the issue of the significance of these courses at the meeting held in June 1997, by the attendance of employer representatives, educators and parents (Nevada State Department of Education, 1999).

Piper (2003) conducted a questionnaire survey of language awareness in 358 students studying in grades 8, 10 and 12 English classes in three rural and urban schools in Nova Scotia. The main objectives of the study were to obtain new information about levels of language awareness as the basis for curriculum development, to uncover crucial subject variables in relation to developing language awareness, and to clarify the theoretical distinction between ordinary and critical language awareness. The results indicated that English classes focused on language awareness enhance the varieties of students’ language experiences and, thus, supported their developing awareness. Further, the findings also revealed that students’ growing awareness in Nova Scotia provides a rich base for curriculum development and teaching. Moreover, students already have levels of language awareness that are prerequisite to higher and more critical level of response.

Further, Sarigul and Ashton (2006) examined the various roles of culture in language teaching with the aim of increasing awareness for English teachers and students. They presented that there are some important aspects of culture that teachers and students should be aware of. First, language cannot be translated word for word. Second, the tone of a speaker’s voice carries meaning. Third, each language employs gestures and body movements which convey meaning. Fourth, all cultures have taboo words and topics. Finally,
in personal relations, the terms for addressing people may vary considerably among
languages. Further, the authors included ways to teach language and culture including role
plays, culture capsules, proverbs, literature, films, convention clusters, semantic mapping,
and the use of other authentic materials. The authors stated that successful English teachers
are those who are informed about culture and study culture with discipline, and are in
constant search for innovative approaches as well as methods to include culture in every
lesson content and materials.

Moreover, an approach that fosters language awareness from the cultural
perspective is constructivism. Such an approach presents culture as dynamic rather than a
static entity. Thus, culture learning is seen as process of discovery, social construction, and
meaning negotiation. Learners are, therefore, encouraged to construct their own knowledge
through social interaction and authentic activities (Abrams, 2002). Moreover, Stewart and
Bennett believe that “the perception of the self and the perception of the world can be
inferred from actions of an individual” (2003, p. 13).

Thus, the cultural portfolio project is seen as an effective teaching tool for integrating
cultural learning with the constructivist approach as well as assessing what and how students
learn about the target language and culture. This portfolio has been defined as the collection
of artifacts of students’ learning experience over time, based on specific objectives which can
be related to students’ interests (Schulz, 2007). In other words, it offers students the
opportunity to become actively involved in the learning process and encourages students’
self-evaluation and reflection on both the process and product of learning.

Allen (2004) and Byon (2007) explain that the cultural portfolio project provides
students with a practical and meaningful way to gain both language skills and cultural
understanding. Students, as a result, can develop their own research topics based on their
personal interests, and gather information in various ways by interviewing people, searching for data on the internet, and conducting library search. Thus, through collecting and evaluating multiple sources over time, students can also develop greater cultural and language awareness as well as insight.

Consequently, students will reach an understanding that culture and language are interrelated and that culture, specifically, is defined by forces in society which might vary from one person to another and from one community to another. In this way, portfolio projects help to counteract negative assumptions and attitudes and may foster positive perspectives of target cultures and language learning.

Byon’s (2007) study of a cultural portfolio project conducted in a Korean culture class at an American University found that it supported and assisted the students in gaining insights into a particular aspect of Korean culture. In other words, it modified their stereotypical impressions of Korean culture and people as well as developed open attitudes toward Korean culture.

Moreover, Allen (2004) conducted a cultural portfolio project within a constructivist paradigm in a French class with 31 students at a Midwestern University in the USA. The majority of students indicated that they not only gained insight on a specific aspect of their own and francophone cultures but also recognized the impact their own perspectives have on understanding.

Abrams (2002) implemented a semester-long cultural portfolio of 68 intermediate students in four sections of German 201 at a larger Midwestern university. Although both groups in his study created a portfolio, results found that students in the treatment group who practiced in online discussion in a German-based forum demonstrated an understanding of German-speaking cultures from (insider) perspectives.
Yet, students in the traditional group who did not engage in online discussion continued to define culture as a set of facts and figures. Thus, cultural portfolio project has expanded students’ topics and themes to include different aspects of cultural knowledge; they have also gained new awareness and understanding of the target language culture as well as people. In other words, students’ prior knowledge is expanded and revised.

As a result, by constantly gathering and analyzing new data from multiple perspectives, students not only use the new information to compare cultural similarities and differences between their home cultures and target cultures, but also integrate and assimilate it with their existing understandings to construct and refine their cultural knowledge. Thus, constructing and reconstructing knowledge in relation to learners’ prior experiences and environment will definitely lead to cognitive growth.

Further, Ahmad (2012) geared a case study to enhance undergraduate students’ language awareness and communicative competence through autonomous reading at the Faculty of Sciences and Arts- khulais. To help make this case a success, literature books have been ordered from abroad, and movies related to these books have been also supplied in order to be used as a support for students. The results revealed that students’ language awareness and communicative competence were enhanced, and that was clearly reflected in their vocabulary usage, reading comprehension, and verbal fluency.

In addition, Wharton (2010) intended to promote language development and cultural awareness as well as skills of linguistic analysis and critical thinking course to undergraduate learners and especially non-native speakers of English at UK universities. In language programs, Wharton believes that language is taught as a technical skill, and students are not offered challenging content outside language learning itself. Thus, the content of such course will be challenging and critical thinking will be encouraged. Cultural issues, also, are not
taught as learning facts about other cultures, but rather as developing understanding of social functioning. Language, then, is not considered as a technical competence, but as a social practice as well as meaning.

2.4. Teachers’ voices

This apparent privilege of culture-language integration sits uneasily with many language teachers at all levels of instruction including preparing, teaching and assessing culture. They fear that such emphasis will be at the expense of the fundamentals of language development such as vocabulary and grammar learning (Byram & Kramsch, 2008). Moreover, “language teachers also believe that they might face the dilemma of choosing what aspects of culture to teach, and how to measure what students have learned knowing that they are often left to their own devices to find cultural sources/material, instructional strategies and guided frameworks for the teaching of culture” (Lee, 1997, p.358).

Further, language teachers according to Wang (2008) “can show the way rather than regulate a specific way of seeing things, which has the inclination of cultural imperialism” (p.4). In other words, if learners are not clearly guided and aware of the different traits in the target culture among people, they might perceive such differences as inferior or superior to their own culture. As a sequence, when teaching culture, students’ awareness of their own culture and the target culture should always be raised in order to create a degree of intellectual objectivity, and encourage empathy towards other cultures. In addition, there are certain indications that cultural differences are approached by some teachers as difficult issues or constraints, than as authentic resources to enhance students’ English language acquisition (Lazaraton, 2003).

Moreover, due to minimal coverage of culture in teacher education program, teachers might lack the background knowledge of such perspective, and, as a result, cannot connect
practices or products (Schulz, 2007). This background knowledge must take place in pre-service teacher education. Teachers should be trained and provided with cultural insights, and are motivated to examine distinct cultural features. Teachers should also be equipped with techniques on how to make comparison between the first culture and the target culture. As a result, they will be able to transform that knowledge for teaching.

Gray (2000) reports that there are five distinguished aspects that are to be involved in teacher training program; these are “developing culturally diverse knowledge base, designing culturally relevant curricula, demonstrating cultural caring and building a learning community, building effective cross-cultural communication, and delivering culturally responsive instruction” (p.270).

Conway, Richards, Harvey and Roskvist (2010) examined a language teacher education professional development program in New Zealand that draws on the 2007 New Zealand Curriculum that emphasizes an understanding that communication involves language knowledge and cultural knowledge. The study revealed success in enhancing teachers’ perceptions of how to develop students’ language knowledge, for this part of the program was reflected in a well-principled knowledge base. As a result, teachers were able to acquire the knowledge needed, and contributed successfully in a language teaching community. Yet, a major pitfall was the teachers’ lack of the understanding on how to enhance or increase students’ cultural knowledge. Thus, effective professional development programs need both: deep principled knowledge and well-structured learning that involve acquisition as well as participation. Sercu (2006) asserted that teachers first need to understand the central concepts of intercultural foreign language education, and then develop the skills to integrate such concepts into their teaching.
Moreover, “the attitudes of EFL teachers towards teaching culture and their classroom practices” is another empirical study which was administered by Karabinar and Guler (2012). The study aimed to describe the language teachers’ attitudes at Turkish universities towards teaching culture. The findings indicated that the higher participation rate in ‘training courses on teaching culture’ and ‘professional development activities’ will inevitably lead to a more positive attitude towards the integration of culture.

In addition, Young and Sachdev (2011) conducted a study under the title “intercultural communicative competence: exploring English language teachers’ beliefs and practices”. The results indicated a clear discrepancy between teachers’ attitudes and beliefs about intercultural communicative competence and their classroom priorities. Although most reported beliefs advocated the relevance of interculturality to their work, teachers declared that intercultural communicative competence was marginally emphasized in syllabi add to the minimal support in testing, text books as well as the material needed that have led to ineffective culture teaching and learning.

In the “international dimension in EFL-teaching: a study of conceptions among Finland-Swedish comprehensive school teachers”, Ostermark (2008) aimed to deepen our knowledge about the attitudes of teachers at the upper level of Finland-Swedish comprehensive school towards the treatment of culture in English foreign language (EFL) teaching. The findings were presented according to three orientations: cognitive, action-related, and affective. As for cognitive orientations, culture is perceived as factual knowledge and the teaching of culture is portrayed in terms of the transmission of facts. Action-related orientation reflects culture as skills of a social and socio-linguistic nature, and the teachings aim at preparing students for future intercultural encounters. According to affective orientation, culture is characterized as a bi-directional perspective: students are tempted to
view their own familiar culture from different angle and learn to empathize with and show respect for otherness in general.

Further, Lihua (2010) administered a study of Ethnic Mongolian university EFL teachers’ beliefs and decision making. The study aimed to spotlight teachers’ beliefs about language teaching and learning under their cultural background, and how such beliefs affect classroom decisions. The findings indicated that first; the participants’ beliefs are described as a mixture of traditional and popular trends in foreign language pedagogy. Second, there is a discrepancy between the participants’ “espoused theories” and “theories –in-use”. Third, the relation between culture and language is a recurring theme in their beliefs. Concludingly, the study indicated that ethnic Mongolian university EFL teachers’ beliefs are highly connected and related to their ethnic culture, which deeply impact their classroom decisions.

However, Moran (2004) provided a significant cultural dimension in traditional language teaching. Rui (2012) presented a “practical use of Moran’s theoretical frameworks in teaching culture” through “a case study in an EFL University reading and writing class. “Cultural Knowing Framework” and “Experiential Learning Cycle” are Moran’s theoretical frameworks and function as the foundation as well as guidance of the course design. Such course combines teaching culture with the practices of the basic language skills. In other words, it adds a cultural dimension to the language learning. By applying this course, students not only gained the required cultural knowledge but fostered their language ability and other skills for becoming independent and lifetime learners. Moran (2004) points out the following:

When learners temporarily or permanently leave their own way of life and enter others’, they have to use others’ languages and set of rules to communicate, form relationships in the society, and accomplish various tasks. During the process the learners
may fall into a cycle of continuous making mistakes and then correcting them. Finally, they can learn the suitable ways of life in others’ cultures and obtain the longing cultural knowledge through experience (p.13).

Further, if teachers still face the dilemma of choosing “what aspects of culture to teach and how to measure what students have learned” (Lee, 1997, p. 358), the cultural portfolio project which integrates cultural learning and language learning is perceived as a significant and effective tool in assessing what and how students learn about the target language as well as culture (Byon, 2007). Chen Su (2011) conducted a study in a private university in south-western Taiwan. Students who enrolled in the second –year Sophomore English Course were selected. The study provided a crystal clear understanding of how the cultural portfolio enhanced students’ awareness of the target language as well as culture. Results indicated that in the process of gathering information, students constructed their own knowledge, developed cultural awareness, and actively engaged in cultural dialogues with their environment. Piaget (1971) asserted that by constructing and reconstructing knowledge to learners’ prior experiences as well as environment will lead to inevitable cognitive growth. In other words, “the process of assimilating, recognizing, and synthesizing pre-existing and current conceptions promoted students’ cultural curiosity and their continual reconstruction of specific cultural aspects in order to develop high-order thinking” (Piaget, 1971, p. 75).

Moreover, as students became familiar with the target culture, they became more aware of their misconceptions and faulty stereotypes about the target culture. They realized that they should reconsider, re-examine, and modify their assumptions as well as generalization. Thus, students demonstrated sensitivity as well as respect for individual differences within a culture. Moreover, Bada (2000) presented that “awareness of cultural values and societal characteristics does not necessarily invite the learner to conform to such
values, since they are there to refine the self so that it can take a more universal and less egoistic form” (p.100).

In applying the former cultural awareness in language classes, students will gain both language skills and cultural understanding. Students will grasp and appreciate the inevitable interdependence between language and culture not only on the level of the linguistic system (syntax and morphology) but also on the cultural horizon level (pragmatics and sociolinguistics). Such understanding allows students to perceive and analyze individuals, events, and varied phenomena through different lens.

In this respect, students will be eager to acquire the English language and use it efficiently, for they are aware that although some culture elements are widely globalized, diversity still exists among such cultures. This diversity should be very well comprehended, internalized and never underestimated or looked down upon. Byram (1997) stressed on the apparent link between the ability to function effectively and communicate successfully in a foreign language class and the acquired or modified knowledge, attitudes and skills which contribute to cultural awareness as well as competence. The cultural learner by the end is defined as having three primary characteristics: “a multilingual competence, sensitivity to the identities present in interlingual and cross-frontier interaction, and an ability to mediate/relate one’s own and other cultures with cultural communicative competence” (Byram, 1989, p. 18)
The aim of this study is to better understand the significant contribution of culture-based language course and its impact on students’ language acquisition assuming that this integration will enhance students’ achievement in foreign language acquisition. Moreover, it further evaluates teachers’ efficiency in teaching if they are provided with the materials/resources needed. In the next chapter, the methodology used in the study will be discussed in detail.
Chapter III

Methodology

As discussed before, little empirical research addressed the implication of cultural understating on the linguistic knowledge of students. The purpose of this study is to have a better understanding of the major contribution of a language based course and its impact on students’ acquisition of language assuming that this integration will enhance students’ achievement in a the acquisition of a foreign language. In addition to that, it helps to further evaluate the teacher’s efficiency in teaching if they are provided with the materials and resources needed.

In this study, a culture-based language course is measured as the independent variable, and students’ enhancement in foreign language acquisition is considered as the dependent variable. The hypothesis is culture-based language course will enhance students’ foreign language acquisition compared to their peers whose exposure is mainly on the fundamentals of language such as vocabulary and grammar. As for the teachers’, the material/resources provided is measured as the independent variable, and teachers’ efficiency towards the integration of culture in their EFL classes is the dependent variable.

According to Cohen and Morrison (2000) method means “the range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction” (p.44). They also sat that “the aim of methodology is to help us to understand, in the broadest possible terms, not the products of scientific inquiry but the process itself” (p.45). In order to strike the balance, I followed a mixed method approach. The data includes pre-test and post-test as well as lesson observations and a questionnaire.
3.1. Data Collection

The data collection included both primary and secondary data; with these two data sources (Fraenkel & Wallen, 2008), I will be able to determine the information which will directly validate my hypothesis. Both primary and secondary data have advantages and disadvantages; primary data mainly offers tailored information but takes a longer time to process whereas secondary data are easier to obtain in less time. Nevertheless, secondary data need more effort in extracting information as it is primarily gathered for other purposes than those intended by this research.

Primary Data

Primary data are always collected from the source (Fraenkel & Wallen, 2008) which is in this case the classroom/students. I have collected the primary data through observation, pre-test and post-test and questionnaires. The advantage of using this primary data is that they are specific to the purpose of the study. In a sense, they are tailored to elicit the data that will support the study.

Secondary Data

This data are originally available for another purpose. They include online research using search engines for data gathering, in addition to other published information in books, reports, publications and others (Cohen, Manion, &Morrison, 2000). Secondary data thus provide the base for a primary research and even though they might meet current research needs the choice was to continue to the primary stage. In this study we have obtained secondary data from online sources, forums, books, articles and other publications as referenced.
3.2. Population and sampling

The intended sample is students in the intensive English program at the University of Arts and technology in Lebanon (UAL) Jadra branch. Their age range is between 19 and 25. The proficiency level of the students is at a medium English level according to the results of the English Entrance Exam (40 to 50/100). The number of students in each class is 25 males and females. Two classes will be the focus of the study. Students in these classes are assigned according to their English Entrance Exam results. Thus, the sampling is convenience, for the participants are available for the study.

The students are of Lebanese and Palestinian nationality. Most of the Palestinian students have problems with the English language, for they are either United Nations Relief or Works Agency (UNRWA) or Norwegian school students. There is not much focus on the English language compared to other subject matter.

3.3. Instrumentation and Triangulation

The instruments in a research study are the set of tools that we use to measure the concept of interest in a research project (Wilson & Mclean, 1994). They are used to measure a concept of interest. The most ideal measuring instrument is the one which is relevant, accurate, objective, sensitive and efficient. Those measures which are physical and physiological have a higher chance of success in attaining these goals than measures that are psychological and behavioral. Below are the set of instruments that I used in this research study and a justification for choosing these instruments being of more impact on the validity of the results.

According to Cohen, Manion and Morrison (2000), “triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of
human behavior by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data” (p.112). In tests, Morrison presents that “they are designed to represent the population of a country or age group: they make assumptions about the wider population and the characteristics of that wider population” (p.317).

As for observations, Morrison (1993) states that “they enable the researcher to gather data on the physical setting (the physical environment and its organization), the human setting (the organization and characteristics of the groups or individuals being observed), the interactional setting (formal, informal, planned, unplanned, verbal, non-verbal), and the program setting (the resources and their organization, pedagogic styles, curricula, and their organization)” (p.80). The questionnaire according to Wilson and Mclean (1994) “is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze” (p.245).

Accordingly, I used a questionnaire, a test-retest, and classroom observations with teachers as data collection methods in the study. By applying this triangulation, the validity of the study will be ensured. I also obtained the teachers’ and students’ consent prior to data collection after the approval of the Institutional Review Board (IRB). The Chairperson of the English and Humanities Department established contact between the participant teachers, students, and the researcher in order to obtain their consent. Students’ official consent was granted through a signed contract.

Adapted from Bada (2005), the nine-item questionnaire utilized in this study aims to assess the following themes: cultural awareness, attitude toward the target and world culture, language skills, and contribution to the prospective profession. The nine-item questionnaire is found as Appendix I.
3.4. Procedure and timeframe

The study was conducted in the Spring semester of 2013. One class was the experimental group, while the other was the control. In the experimental class, students were taught according to different parameters such as information sources and activity types, which integrate the target language and the culture. The information sources included videos, CDs, TV programs, cultural stories, songs, newspapers (see sample as Appendix VIII), fieldwork, guest speaker, anecdotes, photographs, art, illustrations, as well as verbal and non-verbal behavioral pattern. As for activities, they included action logs, reformulation, noticing, prediction, research, games and role-play (see sample as Appendix IX).

The control class was taught in a traditional manner, and the mere focus was on vocabulary as well as grammar.

The data for this study were collected during and after the completion of the course in the spring semester of 2013. Group comparison was calculated using the course grades of both groups, using a simple mean comparison using SPSS. By the end of the course, students in both classes were further assessed by responding to the nine-item questionnaire. The time allowance for filling out the questionnaire was 20 minutes.

As for the two teachers involved in the study, both are females, and their age range is between 30 and 40. Both have the minimum qualification of a bachelor’s degree in Education, and their teaching experience ranges between 10 and 15 years. I, the researcher, handled the experimental class, while the other teacher handled the control class. Ten classroom observations were conducted in both classes by a teacher who teaches an advanced English Course and was recommended by the Chairperson in order to maintain objectivity and proper assessment.
3.5. Analysis plan, Validity and reliability

The responses of the participants on the questionnaire are analyzed through the SPSS statistical package, observing frequencies and means. Results and their interpretations are presented in a tabular form, referring to each item included in the questionnaire.

To ensure reliability, every lesson is observed with a systematic observation scheme based on the same criteria including goals, input, task, teacher role, student role, setting and kind of task (Nunan, 1989).

In order to establish questionnaire validity, a readability test was carried out. The Fog Index, Flesch Reading Ease, Flesch- Kinkaid Readability Formula, and Gunning- Fox Index are formulas used to determine readability (Gunning, 1952). The next step was to conduct a field test using subjects not included in the sample. Changes were made accordingly based on both a field test and expert opinion, and the questionnaire was ready for the pilot study.

As for reliability, Test-retest reliability is used to measure the reliability obtained by undertaking the same test style twice for both the control and experimental class over a period of time. The scores of time one and two are then compared and evaluated; time one refers to the pre-test administrated before the commencement of application of the culture based techniques in the experimental class thus after four weeks from the start of the semester and time two refers to the post-test administered after 8 weeks and thus after 4 weeks from administering the culture based techniques in the experimental class.

Accordingly, I will apply the pre-mentioned methods of research in the next chapter to analyze the collected data from the questionnaire, pre-test and post-test, and the observations. The discussion part will also be included.
Chapter Four

Results and Findings

This section will include an illustration of the findings; it is dedicated to analyze the data collected from the questionnaires, pre-test and post-test using SPSS in addition to the observations. Also it will demonstrate what the results mean and how they link to the literature and to what extent they answer the research questions.

4.1. Questionnaires

The below section shows the data analysis of the questionnaire input for both the control and experimental class.

Experimental Class

In the experimental class I gave relevant points according to scale as shown below. If the mean is larger than 3 points then this validates the hypothesis as most of the answers are agree or strongly agree (in questions one to eight).

- Strongly Agree: 5
- Agree: 4
- Neutral: 3
- Disagree: 2
- Strongly Disagree: 1
Table 1: Statistics for the answers of questions one to eight in the questionnaire for the Experimental Class

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Answer One</th>
<th>Answer Two</th>
<th>Answer Three</th>
<th>Answer Four</th>
<th>Answer Five</th>
<th>Answer Six</th>
<th>Answer Seven</th>
<th>Answer Eight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>3.88</td>
<td>3.40</td>
<td>3.96</td>
<td>3.88</td>
<td>3.02</td>
<td>3.40</td>
<td>3.88</td>
<td>2.92</td>
</tr>
<tr>
<td>Median</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
<td>5.00</td>
<td>4.00</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Mode</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.207</td>
<td>1.443</td>
<td>1.042</td>
<td>0.91</td>
<td>1.499</td>
<td>1.258</td>
<td>1.261</td>
<td>1.498</td>
</tr>
<tr>
<td>Variance</td>
<td>1,467</td>
<td>2,093</td>
<td>1,995</td>
<td>0.10</td>
<td>2,243</td>
<td>1,593</td>
<td>1,443</td>
<td>2,243</td>
</tr>
<tr>
<td>Sum</td>
<td>69</td>
<td>95</td>
<td>95</td>
<td>97</td>
<td>93</td>
<td>95</td>
<td>97</td>
<td>73</td>
</tr>
</tbody>
</table>

We can see from table 1 that the mean for the answers for the statements 1 to 7 is larger than 3 thus noting that the sample has agreed or strongly agreed. As for statement number 8, the mean is 2.92 which is lower than neutral. The reason for this might be that a profession related statement is being addressed to students who are mainly not exposed to professional life yet.

**Question One:** This course helps to raise your awareness of both your own and the target culture.

Table 2: Frequency table for answers to item 1 in the questionnaire in the Experimental Class

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>26.0</td>
<td>26.0</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>44.0</td>
<td>44.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 2 indicates that 44% of students strongly agree, and 28% agree. 12% of students are neutral, 12% disagree, and 4% strongly disagree. Thus, this course has helped in raising students’ awareness and the target culture.

**Question Two:** It is important for EFL learners to learn the cultural content of the target language.
Table 3: Frequency table for answers to item 2 in the questionnaire in the Experimental Class

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
<td>16.0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
<td>28.0</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>28.0</td>
<td>28.0</td>
<td>56.0</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>44.0</td>
<td>44.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 indicates that 44% of students strongly agree, 28% agree, 12% neutral, 12% disagree and 4% strongly disagree. Thus, it is important for EFL learners to learn the cultural content of the target language.

**Question Three:** This course helps you to know the content of the target culture as an EFL learner.

Table 4: Frequency table for answers to item 3 in the questionnaire in the Experimental Class

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>2</td>
<td>8.0</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>28.0</td>
<td>25.2</td>
<td>37.5</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>20.0</td>
<td>26.8</td>
<td>58.3</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>40.0</td>
<td>41.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>96.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 indicates that 40% of students strongly agree, 20% agree, 28% neutral, and 8% disagree. Thus this course has helped students to know the content of the target culture as EFL learners.

**Question Four:** This course helps you to know the content of world culture as an EFL learner.
Table 5: Frequency table for answers to item 4 in the questionnaire in the Experimental Class

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 3</td>
<td>9</td>
<td>36.0</td>
<td>36.0</td>
<td>36.0</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>40.0</td>
<td>40.0</td>
<td>76.0</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>24.0</td>
<td>24.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5 indicates that 24% strongly agree, 40% agree, and 36% neutral. Thus this course has helped to know the content of world culture as EFL learners.

**Question Five:** My attitude towards the target culture changed by the end of this course.

Table 6: Frequency table for answers to item 5 in the questionnaire in the Experimental Class

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 1</td>
<td>4</td>
<td>16.0</td>
<td>16.0</td>
<td>16.0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>20.0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>24.0</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>24.0</td>
<td>24.0</td>
<td>48.0</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>52.0</td>
<td>52.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 indicates that 52% of students strongly agree, 24% agree, 4% neutral, 4% disagree, and 16% strongly disagree. The neutral responses might be due to students’ unsettled opinion towards their attitude of the target culture. The other results have indicated that by the end of this course students’ attitude have changed towards the target culture.

**Question Six:** This course contained cultural aspects, which contribute to your language skills.
Table 7: Frequency table for answers to item 6 in the questionnaire in the Experimental Class

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
<td>24.0</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>16.0</td>
<td>16.0</td>
<td>40.0</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>44.0</td>
<td>44.0</td>
<td>84.0</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>16.0</td>
<td>16.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 7 indicates that 16% of students strongly agree, 44% agree, 16% neutral, 12% disagree, and 12% strongly disagree. Thus, the cultural aspect course has contributed to students’ skills. A more elaboration on this answer will be in question 9, which discusses the skills that this course has contributed the most to.

**Question Seven:** This course contributed to your language skills.

Table 8: Frequency table for answers to item 7 in the questionnaire in the Experimental Class

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
<td>16.0</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>16.0</td>
<td>16.0</td>
<td>32.0</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>28.0</td>
<td>28.0</td>
<td>60.0</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>40.0</td>
<td>40.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 8 indicates that 40% of students strongly agree, 28% agree, 16% are neutral, and 12% disagree. Thus, this course has contributed to students’ language skills.

**Question Eight:** This course helps you as far as handling and consolidating your profession.
Table 9: Frequency table for answers to item 8 in the questionnaire in the Experimental Class

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>24.0</td>
<td>24.0</td>
<td>24.0</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>24.0</td>
<td>24.0</td>
<td>48.0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>52.0</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>32.0</td>
<td>32.0</td>
<td>84.0</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>16.0</td>
<td>16.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 9 indicates that 16% of students strongly agree, 32% agree, 4% neutral, and 24% both disagree and strongly disagree. The 24%, however, might be due to the fact that students’ are not exposed to professional life yet.

**Question Nine:** This course contributed the most to the following skill(s)

Different skills during the analysis are coded as per the following table for both the control and experimental class:

Table 10: Skill code for the answers of Item nine in the questionnaire

<table>
<thead>
<tr>
<th>Skill</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>S</td>
</tr>
<tr>
<td>Reading</td>
<td>R</td>
</tr>
<tr>
<td>Writing</td>
<td>W</td>
</tr>
<tr>
<td>Grammar</td>
<td>G</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>V</td>
</tr>
<tr>
<td>All</td>
<td>A</td>
</tr>
</tbody>
</table>
Table 11: Statistics for Item 9 in the Experimental Class

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>10</td>
<td>20.0</td>
<td>20.0</td>
<td>36.0</td>
</tr>
<tr>
<td>S</td>
<td>18</td>
<td>36.0</td>
<td>36.0</td>
<td>72.0</td>
</tr>
<tr>
<td>W</td>
<td>14</td>
<td>28.0</td>
<td>28.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

This course has contributed to all of the skills, and mainly to speaking and writing. The major purpose of the cultural aspect course is to enhance students’ communicative and writing skills.

**Control Class**

In the Control class we gave relevant points according to the scale as shown below. If the mean is less than 3 points then this validates the hypothesis as most of the answers are disagree or strongly disagree (in questions one to eight).

- Strongly Agree: 5
- Agree: 4
- Neutral: 3
- Disagree: 2
- Strongly Disagree: 1
Table 12: Statistics for the answers of questions one to eight in the questionnaire for the Control Class

<table>
<thead>
<tr>
<th></th>
<th>Answer One</th>
<th>Answer Two</th>
<th>Answer Three</th>
<th>Answer Four</th>
<th>Answer Five</th>
<th>Answer Six</th>
<th>Answer Seven</th>
<th>Answer Eight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mean</td>
<td>1.80</td>
<td>2.44</td>
<td>2.87</td>
<td>1.52</td>
<td>2.20</td>
<td>2.56</td>
<td>2.80</td>
<td>2.32</td>
</tr>
<tr>
<td>Median</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>1.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Mode</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.886</td>
<td>1.227</td>
<td>1.456</td>
<td>.553</td>
<td>1.080</td>
<td>1.557</td>
<td>1.581</td>
<td>1.435</td>
</tr>
<tr>
<td>Variance</td>
<td>.750</td>
<td>1.507</td>
<td>2.119</td>
<td>.427</td>
<td>1.167</td>
<td>2.423</td>
<td>2.500</td>
<td>2.009</td>
</tr>
<tr>
<td>Sum</td>
<td>45</td>
<td>61</td>
<td>56</td>
<td>38</td>
<td>55</td>
<td>64</td>
<td>70</td>
<td>58</td>
</tr>
</tbody>
</table>

We can see from the table 12 that the mean for the statements 1 to 8 is less than 3 thus noting that the sample has answered with disagree or strongly disagree.

**Question One:** This course helps to raise your awareness of both your own and the target culture.

Table 13: Frequency table for answers to item 1 in the questionnaire in the Control Class

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>11</td>
<td>42.3</td>
<td>44.0</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>34.6</td>
<td>36.0</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>15.4</td>
<td>16.0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>96.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing system</td>
<td>1</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The results in table 13 indicate that 42.3% strongly disagree, 34.6% disagree, 15.4% neutral, and 3.8% of students agree. Thus, the fundamental of language course has not help in raising students’ awareness of their own culture and the target culture.

**Question Two:** It is important for EFL learners to learn the cultural content of the target language.
Table 14: Frequency table for answers to item 2 in the questionnaire in the Control Class

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>6</td>
<td>23.1</td>
<td>24.0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>9</td>
<td>34.6</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5</td>
<td>19.2</td>
<td>80.0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>11.5</td>
<td>92.0</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>7.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>96.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>3.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td></td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The results in table 14 indicate that 23.1% of students strongly disagree, 34.6% disagree, 19.2% neutral, 11.5% agree, and 7.7% strongly agree. Thus, EFL students’ are generally unaware of the importance of cultural content learning to their language learning.

**Question Three:** This course helps you to know the content of the target culture as an EFL learner.

Table 15: Frequency table for answers to item 3 in the questionnaire in the Control Class

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>4</td>
<td>15.4</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0</td>
<td>30.0</td>
<td>52.2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>11.5</td>
<td>65.2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>11.5</td>
<td>78.5</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>19.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>88.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>11.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td></td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The results in table 15 indicate that 15.4% of students strongly disagree, 30.8% disagree, 11.5% neutral, 11.5% agree, and 19.2% strongly agree. Thus, the fundamental of language course has not helped EFL students in knowing the content of the target culture.

**Question Four:** This course helps you to know the content of world culture as an EFL learner.
The results in table 16 indicate that 53.8% strongly disagree, 34.6% disagree, and 7.7% neutral. Thus, this course has not helped EFL students to know the content of world culture.

**Question Five:** My attitude towards the target culture changed by the end of this course.

The results in table 17 indicate that 19.2% strongly disagree, 57.7% disagree, 7.7% neutral, 3.8% agree, and 7.7% strongly agree. Thus, the fundamental of language course has not changed students’ attitude towards the target culture.

**Question Six:** This course contained cultural aspects, which contribute to your language skills.
Table 18: Frequency table for answers to item 6 in the questionnaire in the Control Class

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>9</td>
<td>34.6</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5</td>
<td>19.2</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>15.4</td>
<td>16.0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>7.7</td>
<td>8.0</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>19.2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>96.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in table 18 indicate that 34.6% of students strongly disagree, 19.2% disagree, 15.4% neutral, 7.7% agree, and 19.2% strongly agree. Thus, this course does not contain cultural aspects, which do not mainly contribute to students ’language skills.

**Question Seven:** This course contributed to your language skills.

Table 19: Frequency table for answers to item 7 in the questionnaire in the Control Class

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>5</td>
<td>19.2</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>11</td>
<td>42.3</td>
<td>44.0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>7.7</td>
<td>8.0</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>7</td>
<td>26.9</td>
<td>28.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>96.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in table 19 indicate that 19.2% of students are strongly disagree, 42.3% disagree, 7.7% agree, and 26.9% strongly agree. Thus, this course has contributed to certain language skills. Question 9 reveals more about the skills that this course contributed to.

**Question Eight:** This course helps you as far as handling and consolidating your profession.

Table 20: Frequency table for answers to item 8 in the questionnaire in the Control Class
The results in table 20 indicate that 38.5% of students strongly disagree, 26.9% disagree, 23.1% agree, and 7.7% strongly agree. This fundamental language course has not really helped in handling and consolidating students’ profession.

**Question Nine:** This course contributed the most to the following skill(s)

Table 21: Statistics for Item 9 in the Control Class

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid G</td>
<td>20</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>S</td>
<td>7</td>
<td>14.0</td>
<td>54.0</td>
</tr>
<tr>
<td>V</td>
<td>17</td>
<td>34.0</td>
<td>88.0</td>
</tr>
<tr>
<td>W</td>
<td>6</td>
<td>12.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This course has contributed to all skills in general, but mainly to grammar and vocabulary.

**4.2. Pre-test and Post-test**

**Control Class**

Below are the frequencies tabulated from the control group.

Table 22: Frequencies for the grades in the pre-test for the Control Class

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid A</td>
<td>2</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>8.0</td>
<td>16.0</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>20.0</td>
<td>36.0</td>
</tr>
<tr>
<td>D</td>
<td>9</td>
<td>36.0</td>
<td>72.0</td>
</tr>
<tr>
<td>F</td>
<td>7</td>
<td>28.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 23: Frequencies for the grades in the post-test for the Control Class

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
<td>20.0</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>32.0</td>
<td>32.0</td>
<td>52.0</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
<td>32.0</td>
<td>32.0</td>
<td>84.0</td>
</tr>
<tr>
<td>F</td>
<td>4</td>
<td>16.0</td>
<td>16.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Tables 22 and 23 present the pre-test and post-test for the control class. The tables do not present significant improvement in students’ achievement in comparison to the experimental class students’ achievement.

Figure 1: Pie chart representation of the grades for the pre-test in the Control Class
Figure 2: Pie chart representation of the grades for the post-test in the Control Class

The pie graphs represent grades’ distribution. A stands for blue, B stands for green, C stands for Beige, D stands for purple, and F stands for yellow. The difference between pre-test and post-test grades is apparent, yet it is not as significant as the experimental class pre-test and post-test grades.

**Experimental Class**

Below are the frequencies tabulated from the experimental group.

Table 24: Frequencies for the grades in the pre-test for the Experimental Class

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
<td>20.0</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>20.0</td>
<td>20.0</td>
<td>40.0</td>
</tr>
<tr>
<td>D</td>
<td>7</td>
<td>28.0</td>
<td>28.0</td>
<td>68.0</td>
</tr>
<tr>
<td>F</td>
<td>9</td>
<td>32.0</td>
<td>32.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 25: Frequencies for the grades in the post-test for the Experimental Class

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6</td>
<td>24.0</td>
<td>24.0</td>
<td>24.0</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>16.0</td>
<td>16.0</td>
<td>40.0</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
<td>40.0</td>
<td>40.0</td>
<td>80.0</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>20.0</td>
<td>20.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 24 and 25 present pre-test and post-test students’ achievement in the experimental class. The difference in both tables is very significant. Students in post-test have scored higher grades than pre-test.
The pie-graphs represent the significance in students’ achievement. Grades in the experimental class post-test have ranged between A and D in comparison to pre-test grades which have ranged between A and F.
Mean Comparison

Table 26: Mean Comparison for the pre-test and post-test in the control class and the experimental class

<table>
<thead>
<tr>
<th></th>
<th>PreC</th>
<th>PostC</th>
<th>PreE</th>
<th>PostE</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Missing</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Mean</td>
<td>63.9200</td>
<td>69.4600</td>
<td>63.1600</td>
<td>79.3200</td>
</tr>
<tr>
<td>Median</td>
<td>64.0000</td>
<td>73.0000</td>
<td>67.0000</td>
<td>77.0000</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>17.34676</td>
<td>14.40231</td>
<td>19.30604</td>
<td>10.12306</td>
</tr>
<tr>
<td>Variance</td>
<td>300.610</td>
<td>207.427</td>
<td>372.723</td>
<td>102.477</td>
</tr>
<tr>
<td>Minimum</td>
<td>23.00</td>
<td>30.00</td>
<td>20.00</td>
<td>62.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>95.00</td>
<td>94.00</td>
<td>94.00</td>
<td>94.00</td>
</tr>
</tbody>
</table>

The mean, median, Std. Deviation, and the variance represent the significant difference in both classes.

Appendices V and VI present students’ achievement in the pre-test in both the experimental and control classes. Appendices VII and VIII present students’ achievement in the post-test in both the experimental and control classes

4.3. Observations

The below table shows the classroom observation carried out by the advanced English course instructor and which clearly shows the differences between the control class and experimental class depending on different items observed. Five main items are observed which are the content of the lessons, the class structure, methods used, student-teacher interactions and finally the content. The result is shown at the end as a conclusion of whether the teaching practices are effective or not.
Table 27: Observations in the Control Class and Experimental Class

<table>
<thead>
<tr>
<th>Item Observed</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Class</strong></td>
<td><strong>Experimental Class</strong></td>
</tr>
<tr>
<td>1. <strong>Content of the lessons</strong></td>
<td>Focuses on grammar rules and vocabulary</td>
</tr>
<tr>
<td>2. <strong>Class Structure</strong></td>
<td>Includes reviews of previous day’s course content, overviews of day’s course content, summarizes course content covered, and directs student preparation for the next class. The results under this heading range between acceptable to could improve.</td>
</tr>
<tr>
<td>3. <strong>Methods</strong></td>
<td>The class is teacher-centered and does not bring students’ interaction or interest. In class discussions students are not encouraged to participate or reflect different perspectives or understandings. The teacher mainly employed power point presentation, and the mere objective was to read the content. Students’ feedback took place only after the explanation of the lesson, and it was reflected on a worksheet activity, which summarizes the content of the lesson. Thus, the results under this heading range between acceptable to could improve.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>could improve or not observed.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Teacher-Student Interaction</strong></td>
</tr>
<tr>
<td></td>
<td>The class does not solicit students’ input. In other words, it does not demonstrate awareness of students’ learning needs. Further, it does not involve a variety of students: few students are called upon, and the rest are passive learners. Thus, the results under this heading could be improved, and students should be engaged in interaction.</td>
</tr>
<tr>
<td></td>
<td>The teacher solicits students’ input. She demonstrates awareness of students’ learning needs. A variety of students are called upon and they are actively engaged as well as motivated. Students are frequently asked questions to check their comprehension. The teacher elicited maximum language production in class, and tried her best to create an ease, comfortable, and relaxing atmosphere in class.</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td></td>
<td>Although the teacher appears knowledgeable, she lacks the ability to select teaching experiences, which considered appropriate to students’ level of learning. Further, students do not apply what they learn to real-life situations or cases. In other words, the teacher does not relate concepts to students’ experiences. Moreover, the teacher needs to further explain the concepts in a more organized way.</td>
</tr>
<tr>
<td></td>
<td>The teacher had clear teaching objectives and appeared knowledgeable. She uses effective teaching methods and relaxing teaching style. She is well-organized and explains concepts clearly. Further, she relates concepts to students’ experience and selects learning experiences, which are appropriate to students’ level of learning.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ineffective teaching practices are observed and should be improved.</td>
</tr>
<tr>
<td></td>
<td>Effective teaching practices are observed.</td>
</tr>
</tbody>
</table>
4.4. Discussion of Findings

The mixed method approach in the study suggested that the effect of culture-base language course on foreign language learning was positive. Although students in both the control and the experimental class significantly increased their language acquisition after one semester of EFL learning, students’ proficiency in culture-based language course has increased more than the students whose exposure was mainly on the fundamentals of the English language which are vocabulary and grammar.

The findings of the study suggested that a culture-based language course is significantly effective in terms of language skills, raising cultural awareness, changing attitudes towards target language societies as well as contribution to the teaching profession (Brown, 1986). In specific, culture-base language course has contributed to all skills and mainly to speaking and writing. Lustig and Koester (2003) linked culture to communication in their definition of culture. Samovar, Porter, and Jain (1981) also presented that culture and language are inseparable, and culture is the foundation of communication. Further, Wei (2005) stated that language is as a means of communication and as a carrier of culture: learning is culture learning and language teaching is culture teaching. Thus, the aim of teaching a foreign language is to facilitate communication with other people from different cultures, and enhance positive attitudes towards other which the results of the study confirmed.

Thus, having cultural insights in EFL learning is very significant (Tsou, 2005). Genc and Bada (2005) empirical results indicated that a culture class was extremely beneficial in terms of language skills, cultural awareness, attitude towards native and target societies, and its distinct contribution to teaching profession. Further, by integrating cultural motifs in language teaching, students ’learning abilities will be enhanced as well as
developed (Gardner & Lambert, 1959) which is also validated through the mean comparison in the pre-test and post-test in my research. Lin (2010) study also presented that cultural courses would be more helpful and beneficial to EFL learners which further supports the aforementioned results.

Moreover, Cakir (2006) study presented that understanding a language not only involves knowledge of grammar, phonology, and lexis but also the characteristics and features of the culture. Piper’s (2003) exploratory study also revealed that English classes focused on language awareness enhance the varieties of students’ language experiences and support their developing awareness. Furthermore, Omer and Ali (2011) study indicated that building an awareness of a society’s culture could enhance students’ efficiency in the language learning process which yielded in a more conducive atmosphere to teaching as well as learning. Abdul Aziz Fageeh (2011) study further elaborated on cultural awareness as a significant step towards activating a sound theory of English teaching and learning pedagogy. As such, students will better understand the language of American or British culture, and acquire a more conscious cultural awareness of their own culture.

Further, Byram (1997) stressed on the apparent link between the ability to function effectively and communicate successfully in a foreign language class and the acquired or modified knowledge, attitudes and skills which contribute to cultural awareness as well as competence. As a sequence, only with combination of language competence and cultural awareness can language learners achieve communicative function. The results analysis of the questionnaire in the experimental class during this study also notes that the students involved in a class where culture-based techniques are used have confirmed in their responses to have enhanced cultural awareness and language experiences. Accordingly, the former findings have provided an answer to the first research question in this study.
Moreover, what counts most as the key to the development of a cultural competent learner is the teacher. Teachers should be provided with cultural insights, and are motivated to examine distinct cultural features (Schultz, 2007). In other words, teachers should scaffold students to expand their intellectual horizon and academic achievements. The observations indicated that teachers would teach more efficiently if supported with cultural resources. Further, students’ proficiency was always enhanced, and students were actively engaged as well as motivated in the culture-based language class. Gay (2002) stated that culturally responsive teaching should elicit better academic achievement, culturally competent students, and social consciousness.

In other words, teachers need to recognize that education and schooling do not occur in a vacuum (Brown, 1994). Thus, culture should be incorporated into classroom teaching by scaffolding students’ awareness as well as knowledge to learn more about other cultures. Further, foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers (Wang, 2008). Accordingly, the effect of culture on language use is reflected on almost all language skills (Sercu, 2006). This was clearly shown in students’ responses in the questionnaire, and the pre-test and post-test results.

In a similar vein, EFL teachers have to recognize that by applying a culture-based language course in their teaching, they not only acknowledge the interrelationship between language and culture, but also the development of students’ communicative competence, critical thinking skills, and cultural awareness. Sarigul and Ashton (2005) study revealed that successful English teachers are those who are informed about culture, and are in constant search for innovative approaches to include culture in every content and materials. As a result, the awareness of cultural aspects of language teaching can provide more successful teaching and learning experiences. Accordingly, the former results have provided an answer to the second research question in this study.
All in all, the findings of the study from the theoretical and empirical point of view suggested that a culture–based language course in EFL classes will have great impact on students in terms of language skills, cultural awareness, communicative competence as well as attitudes. Further, teachers will teach more efficiently if they are provided with the material/ resources needed to teach culture. The following chapter includes implications, recommendations, and conclusions.
Chapter V

Recommendation, Limitations, Conclusions and Suggestions for Further Studies

Conclusions

This paper pinpointed culture in EFL teaching and learning in an effort to provide an understanding of the cultural features impact in EFL education. On one hand, the findings of the study revealed that language and culture are inseparable and highly connected if the purpose is to provide certain awareness which leads to an appropriate communication that avoids misunderstanding.

In other words, successful communication does not only require grammatical competence but also the knowledge of the appropriate language which develops learners as cultural speakers as well as mediators. Such learners, then, are able to engage with complexities, multiple identities and avoid stereotypes which always accompany teaching culture. Thus, successful communication consists of habits, attitudes, values, beliefs, tradition, and body language awareness. As a result, the experimental class in this study was significantly different in terms of language skills, raising cultural awareness and changing attitude towards the target language.

On the other hand, the results also indicated that teachers are the front line change agents in implementing efficient teaching and high quality communication who emphasize the important role of culture in EFL teaching and learning. Thus, teachers’ awareness of cultural aspects of language teaching provides successful teaching and better learning experiences. In other words, in order to teach culture effectively, EFL teachers should be
culturally-competent themselves. Accordingly, lessons are more interesting and students are more motivated.

**Limitations, recommendations and suggestions for further studies:**

On taking into consideration the findings of the study, there are some limitations related to participants (sampling), and data collection procedures. The participants in this study are limited to only 50 English as foreign language learners. Further, the researcher was the teacher in the experimental group which may have caused some subjectivity. However, the findings can be interpreted as a contribution to the field studying this issue and be helpful for the other researchers at the same time. The findings of the study can only be generalized to university students in the Intensive English program. The target population will be students of UAL in the intensive program in other branches including Beirut, Chtoura, Kaslik, Kalamoun, and Sin EL Fill.
References


Afrin, N. (2013). Developing real life experience through teaching culture in the EFL class: Fostering the learning through intercultural awareness. *International Journal of Humanities and Social Science Invention, 2*, 70-76.


**Appendices**
## Appendix I: Questionnaire Form

<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>This course helps to raise your awareness of both your own and the target culture.</td>
</tr>
<tr>
<td>Item 2</td>
<td>It is important for EFL learners to learn the cultural content of the target language.</td>
</tr>
<tr>
<td>Item 3</td>
<td>This course helps you to know the content of the target culture as an EFL learner.</td>
</tr>
<tr>
<td>Item 4</td>
<td>This course helps you to know the content of world culture as an EFL learner.</td>
</tr>
<tr>
<td>Item 5</td>
<td>My attitude towards the target culture has changed by the end of this course.</td>
</tr>
<tr>
<td>Item 6</td>
<td>The course contained cultural aspect, which contribute to my language skills.</td>
</tr>
<tr>
<td>Item 7</td>
<td>This course contributed to my language skills.</td>
</tr>
<tr>
<td>Item 8</td>
<td>To which skill did the course contribute the most?</td>
</tr>
<tr>
<td>Item 9</td>
<td>The course helps you as far as handling and consolidating your future profession?</td>
</tr>
</tbody>
</table>

## Appendix II: Classroom Observation Checklist
Name Date

Class Observed Time

Observer Department

*All items marked Not Observed must be explained in Comments

Could Not

Improve Acceptable Excellent Observed*

Class Structure

Reviews previous day’s course content

Gives overview of day’s course content

Summarizes course content covered

Directs student preparation for next class

Comments

Methods

Provides well-designed materials

Employs non-lecture learning activities

(i.e. small group discussion, student-led activities)

Invites class discussion

Employs other tools/instructional aids

(i.e. technology, computer, video, overheads)

Delivers well-planned lecture

Comments

Teacher-Student Interaction

Solicits student input

Involves a variety of students

Demonstrates awareness of individual student learning needs
Comments

Content

Appears knowledgeable
Appears well organized
Explains concepts clearly
Relates concepts to students’ experience
Selects learning experiences appropriate to level of learning

Comments

Other Comments - Note either effective or ineffective teaching practices observed
- Attach additional pages if necessary

Observer Signature
Appendix III: Pre-test

Hair: Malcolm X with Alex Haley

Read the following selection carefully and answer the questions that follow:

Circle the letter of the best answer to each of the following items. (25 points)

1. Shorty shows support for his friend through all of the following actions except
   a. Writing a list of ingredients needed for the conk
   b. Providing a place to create the conk
   c. Offering tips and guidelines for a good conk
   d. Assembling an audience to supervise the creation of the conk

2. Shorty shows all of the following toward his friend except
   a. Concern that Malcolm might be burned
   b. Encouragement to withstand the burning as long as possible
   c. Anger over his cursing
   d. Appreciation for how he endures the pain

3. Which of the following is not an experience of the narrator while getting his conk?
   a. He feels anger that his friend is hurting him.
   b. He experiences pain from the burning lye.
   c. He anticipates the end results.
   d. He regrets that he ever began the process.

4. Which of the following statements best describes what the narrator learns from his experience?
   a. He learns that Shorty is not a very good friend to him.
   b. He learns to accept himself and his culture.
   c. He believes that his personality is more important than his looks.
d. His conk session makes him want to be a politician.

5. The narrator reveals that despite his misgivings, he
   a. Continued to get conks for many years
   b. Forced everyone he knew to have conks
   c. Gave conks to his friends
   d. Colored his hair in addition to conking it

6. By the end of the selection, we can infer from the writer’s tone that he
   a. Has gained a romantic notion of what is beautiful
   b. Is angry with himself for having conked
   c. Is proud of himself for ending the conking process
   d. Is pleased with himself for no longer conking

7. What words does the writer use to indicate a change in tone at the end of the selection?
   a. Grinning, sweating
   b. Ridiculous, stupid
   c. Admiration, transformation
   d. Limp, damp strings

8. In interpreting tone, the reader should pay special attention to the writer’s
   a. Method of characterization
   b. Use of foreshadowing
   c. Use of figurative language
   d. Choice of words

9. The narrator’s tone in his description of preparing for his conk is best described as
   a. Cynical
   b. Light
c. Annoyed

d. Confused

**Vocabulary**: (20 points)

**Match the definition on the left with the right word on the right.**

--- 1. Large number  a. self-degradation

--- 2. An act of destroying one’s moral character  b. multitude

--- 3. Damage, injure  c. violate

--- 4. Fail to show proper respect for  d. mutilate

**Written Response**: (25 points)

During the course of “Hair”, time shifts, and the narrator matures. A young man narrates the beginning of the selection, while at the end, a more mature narrator reflects on the incident he experienced as a younger man. Write a paragraph that contrasts the young man’s view of conking to that of the older, more experienced man. Use examples from the selection to support your ideas.
Appendix IV: Post-test

The First Seven Years by Bernard Malamud

Read the following selection carefully and answer the questions that follow:

Circle the letter of the best answer to each of the following items (40 points)

1. Feld promotes a marriage between Miriam and Max because
   a. The two young people are in love
   b. Feld admires Max’s pursuit of an education
   c. Max expresses an interest in working in Feld’s shop
   d. Miriam seems restless and lacking a direction in life

2. Sobel quits his job at Feld’s shop because
   a. He is furious about Feld’s matchmaking attempts
   b. Feld becomes ill and increases Sobel’s workload
   c. He is convinced that Miriam no longer loves him
   d. Feld has forbidden him to marry Miriam

3. After Sobel quits, Feld
   a. Is unable to find an assistant as reliable as Sobel
   b. Allows Miriam to go out with Sobel
   c. Sends Sobel some cash
   d. Lowers his prices

4. Sobel claims Miriam recognizes his love for her because of their
   a. Shared dislike of Feld’s manipulative ways
   b. Interest in business administration
   c. Similar memories of life in Poland
   d. Mutual love of literature
5. By returning to work at the shop, Sobel shows that
   a. He feels sorry for the ailing Feld
   b. His job there is important to him economically
   c. Marriage to Miriam is worth a great deal to him
   d. Miriam has already accepted his proposal of marriage

6. Which of the following is the best example of how Feld’s culture differs from modern American life?
   a. Feld’s giving Max a substantial discount on shoe repair
   b. Sobel’s quitting his job
   c. Miriam agreeing to go with Max
   d. Feld’s attempt to select a suitable husband for his daughter

7. All of the following statements about a story’s protagonist are true except
   a. The protagonist is the story’s main character
   b. The protagonist usually initiates the story’s action
   c. The protagonist often has some weaknesses
   d. The protagonist is always likable

8. Which sentence best states why Sobel could be considered the antagonist in the story?
   a. Sobel is a calculating and devious villain.
   b. The story begins with Sobel falling in love.
   c. Sobel and Feld are complete opposites in character.
   d. Sobel’s plans for Miriam conflict with Feld’s plans.

**Vocabulary** (15 points)

**Match the definition on the left with the right word on the right.**

1. Ignorant ------ a. sanctified
2. Skillful ------ b. repugnant
3. Offensive ------ c. illiterate
4. Deceitful ------ d. deft
5. Made holy ------ e. devious

**Written Response** (25 points)

What qualities is Feld seeking in potential suitors for Miriam? How does Sobel meet Feld’s criteria? Write a paragraph explaining your response. Support your ideas with at least two details from the selection.

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### Appendix V

Frequency and percentage for the grades in the pre-test for the control class

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### Appendix VI

Frequency and percentage for the grades in the pre-test for the Experimental class

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## Appendix VII

Frequency and percentage for the grades in the pos-test for the Control class

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Appendix VIII

Frequency and percentage for the grades in the pos-test for the Experimental class

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Missing System | 10  | 28.6 |
Total | 35  | 100.0 |
Appendix IX

Newspaper Article

How Facebook Is Redefining Privacy

Nearly 500 million people worldwide live their lives — or versions of them — on Facebook. Is there a limit to how much we'll share? CEO Mark Zuckerberg is betting there isn't

By Dan Fletcher Thursday, May 20, 2010

Sometime in the next few weeks, Facebook will officially log its 500 millionth active citizen. If the website were granted terra firma, it would be the world's third largest country by population, two-thirds bigger than the U.S. More than 1 in 4 people who browse the Internet not only have a Facebook account but have returned to the site within the past 30 days.

Just six years after Harvard undergraduate Mark Zuckerberg helped found Facebook in his dorm room as a way for Ivy League students to keep tabs on one another, the company has joined the ranks of the Web's great superpowers. Microsoft made computers easy for everyone to use. Google helps us search out data. YouTube keeps us entertained. But Facebook has a huge advantage over those other sites: the emotional investment of its users. Facebook makes us smile, shudder, squeeze into photographs so we can see ourselves online later, fret when no one responds to our witty remarks, snicker over who got fat after high school, pause during weddings to update our relationship status to Married or codify a breakup by setting our status back to Single. (I'm glad we can still be friends, Elise.)
Getting to the point where so many of us are comfortable living so much of our life on Facebook represents a tremendous cultural shift, particularly since 28% of the site's users are older than 34, Facebook's fastest-growing demographic. Facebook has changed our social DNA, making us more accustomed to openness. But the site is premised on a contradiction: Facebook is rich in intimate opportunities — you can celebrate your niece's first steps there and mourn the death of a close friend — but the company is making money because you are, on some level, broadcasting those moments online. The feelings you experience on Facebook are heartfelt; the data you're providing feeds a bottom line.

The willingness of Facebook's users to share and overshare — from descriptions of our bouts of food poisoning (gross) to our uncensored feelings about our bosses (not advisable) — is critical to its success. Thus far, the company's m.o. has been to press users to share more, then let up if too many of them complain. Because of this, Facebook keeps finding itself in the crosshairs of intense debates about privacy. It happened in 2007, when the default settings in an initiative called Facebook Beacon sent all your Facebook friends updates about purchases you made on certain third-party sites. Beacon caused an uproar among users — who were automatically enrolled — and occasioned a public apology from Zuckerberg.

And it is happening again. To quell the latest concerns of users — and of elected officials in the U.S. and abroad — Facebook is getting ready to unveil enhanced privacy controls. The changes are coming on the heels of a complaint filed with the Federal Trade Commission (FTC) on May 5 by the Electronic Privacy Information Center, which takes issue with Facebook's frequent policy changes and tendency to design privacy controls that are, if not deceptive, less than intuitive. (Even a company spokesman got tripped up trying to explain to me why my co-worker has a shorter privacy-controls menu than I do.) The 38-page complaint asks the FTC to compel Facebook to clarify the privacy settings attached to each piece of information we post as well as what happens to that data after we share it.

Facebook is readjusting its privacy policy at a time when its stake in mining our personal preferences has never been greater. In April, it launched a major initiative called Open Graph, which lets Facebook users weigh in on what they like on the Web, from a story on TIME.com to a pair of jeans from Levi's. The logic is that if my friends recommend something, I'll be more inclined to like it too. And because Facebook has so many users — and because so many companies want to attract those users' eyeballs — Facebook is well positioned to
display its members' preferences on any website, anywhere. Less than a month after Open Graph's rollout, more than 100,000 sites had integrated the technology.

"The mission of the company is to make the world more open and connected," Zuckerberg told me in early May. To him, expanding Facebook's function from enabling us to interact with people we like on the site to interacting with stuff our friends like on other sites is "a natural extension" of what the company has been doing.

In his keynote announcing Open Graph, Zuckerberg said, "We're building a Web where the default is social." But default settings are part of the reason Facebook is in the hot seat now. In the past, when Facebook changed its privacy controls, it tended to automatically set users' preferences to maximum exposure and then put the onus on us to go in and dial them back. In December, the company set the defaults for a lot of user information so that everyone — even non-Facebook members — could see such details as status updates and lists of friends and interests. Many of us scrambled for cover, restricting who gets to see what on our profile pages. But it's still nearly impossible to tease out how our data might be used in other places, such as Facebook applications or elsewhere on the Web.

There's something unsettling about granting the world a front-row seat to all of our interests. But Zuckerberg is betting that it's not unsettling enough to enough people that we'll stop sharing all the big and small moments of our lives with the site. On the contrary, he's betting that there's almost no limit to what people will share and to how his company can benefit from it.
Appendix X

Role Play Game

This is a role-play game for the intensive course. The students have to work in pairs; one student will be a famous person and the other one will be the interviewer. Each interview will take around 7 minutes and the character is selected at random from a list of proposed characters from the American culture; students are request to research on their selected characters and prepare suggested questions and answers. The below is a sample of the list of characters:

1. Micheal Jackson: Singer
2. Operah Winfery: TV Program Host
3. Micheal Jordan: Basketball Player
5. William Shakespeare: Poet
6. Angelina Jolie: Actress
7. John Stewart: TV Program Host
8. Dr. Phil: TV Program Host
9. Bill Gates: CEO of Microsoft Company
10. Mill Gibson: Actor and Film Director
11. Anderson Cooper: Journalist
12. Walt Disney: CEO of Disney Company
13. Malcom X: Human Rights Activist
15. Steve Harvey: Comedian